Ministry of
Advanced Education

2011/12
Annual Service Plan Report

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Message from the Minister and Accountability Statement

It is my pleasure to present the *Ministry of Advanced Education 2011-2012 Annual Service Plan Report*.

British Columbia enjoys a well-deserved reputation as a home of world-class post-secondary institutions that specialize in research and innovation, along with relevant and in-demand skills training. The Ministry of Advanced Education is responsible for the province's post-secondary education system. We're making sure education remains affordable and accessible for learners and their families and that British Columbians are able to acquire the knowledge and skills needed to prosper in today's global economy.

Investing in post-secondary education is an important part of supporting B.C.'s *Jobs Plan*. We are focused on strategies to help create a labour pool that matches demand – such as the significant economic opportunities presented by shipbuilding, port and pipeline development. We will help to encourage more high school graduates, along with Aboriginal youth – our fastest-growing population segment – to go on to post-secondary training.

An equally high priority for this Ministry is the work we have been doing to expand and enhance our reputation as an educational destination for students from around the world. The recently launched International Education Strategy – a plan for increasing the number of international students in B.C. and encouraging global two-way flow of students, faculty and ideas – recognizes the benefits to our province of having a more internationalized population.

Ensuring that B.C.'s post-secondary education system continues to be of the highest quality and provides good value for investment is very important. This year has seen changes within our Ministry to support a new strategic direction that emphasizes a regionally responsive and efficient post-secondary education system for British Columbians. These changes will also facilitate better communications between the Ministry and the post-secondary system, and ensure a continued focus on quality assurance and accountability.

The *Ministry of Advanced Education 2011-12 Service Plan Report* compares the actual results to the expected results identified in the Ministry's *Revised 2011/12 – 2013/14 Service Plan*. I am accountable for those results as reported.

Naomi Yamamoto

Honourable Naomi Yamamoto
Minister of Advanced Education

June 30, 2012

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Highlights of the Year

In 2012, the Ministry of Advanced Education invested $1.9 billion in the post-secondary education system, up from $1.4 billion in 2001. This direct investment translated into total sector expenditures of over $5.1 billion for the system, which provided high quality education to over 440,000 learners, awarded 50,000 credentials (certificates, diplomas and degrees) and provided continued financial support for over 66,000 learners. This growing investment in post-secondary education has enabled approximately 10,000 more students to graduate each year and allowed for financial support to this expanding population of students. Throughout the year, we have taken steps to openly share information and to engage with the public on key policy issues to ensure that the system is effective and responsive to the needs of British Columbians. Here are some of the highlights from this past year.

Matching Learning to Job Openings

B.C.'s ability to compete and succeed in the global economy is dependent upon the ability to create a highly skilled and adaptable workforce. B.C. faces a growing demand for skilled workers while grappling with an aging population and skill shortages in high-skilled occupations and high growth industries. To address these challenges the Ministry is supporting government's new jobs strategy, *Canada Starts Here: The BC Jobs Plan*, in collaboration with ministries and agencies from across government. Our post-secondary system supports this plan by matching learning opportunities with the jobs that are in demand today and in the future.

Key achievements in 2011/12:

- Developed an International Education Strategy that will attract more international students to B.C., provide global learning opportunities for B.C. students and maximize the social, cultural and economic benefits of international education.
- Developed an Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan in collaboration with Aboriginal and post-secondary partners to ensure that Aboriginal people have better opportunities to access the post-secondary education and training they need to take advantage of economic opportunities that exist in the province.
- Hosted open house forums in Northwest and Northeast B.C. with the Ministry of Jobs, Tourism and Innovation to take the first steps to establish regional workforce tables in those regions. The tables will develop regional skills training plans to make sure post-secondary education and training aligns with job opportunities in B.C.'s communities.
- Worked with post-secondary institutions to inventory current and planned liquefied natural gas training to identify how institutions are positioned to meet the industry's human resource needs. The Ministry is participating on the B.C. Natural Gas Workforce Strategy & Action Planning Committee, which is a joint effort of industry and government to develop a comprehensive strategy for the industry.

Students in welding programs at the British Columbia Institute of Technology

- Played a key role in the development of the provincial Shipbuilding & Repair Workforce Table. The Ministry sits at the table with representatives including industry, federal and provincial governments, labour organizations and training providers with the purpose of creating a workforce development strategy to support B.C.'s role in delivering on the National Shipbuilding Procurement Strategy and shipbuilding sector needs across the province.
- Identified and pursued a range of immediate opportunities to raise the profile of and support for entrepreneurial education including: supported Western Canadian International Business Competition; allocated 38 remaining graduate student spaces in support of entrepreneurship; and funded graduate student internships through Mitacs Inc.
- Created 555 new student spaces in health professions, increasing learning opportunities for nurses, paramedics, health-care assistants, pharmacy technicians and medical radiography technologists. Included program expansion to give learners more options to study closer to home.

Supporting Families and Communities – Investing in Learner Success

Investing in learner success leads to strong, healthy families and communities. The Ministry works to ensure post-secondary education is accessible and meets the diverse needs of British Columbians. This includes making strategic investments to remove financial and geographic barriers for individuals that face challenges in achieving their education and training goals.

The Ministry strives to ensure that post-secondary education is affordable for students and their families. Since September 2005, government has limited tuition fee increases at public post-secondary institutions to 2% per year, leading to B.C. having the fourth lowest undergraduate tuition in Canada. Government also provides financial support to students who are in need. In 2011/12, the Province provided financial assistance to over 66,000 students, who received over $772 million in student financial aid. This included over $42 million in reduced or forgiven loans to students who succeeded in completing their education.

House of Learning at Thompson Rivers University

The Ministry also aims to provide multiple pathways for learners to pursue their education, whether on traditional campuses or remotely via online courses. In 2011/12, the Province spent over $21 million to complete new and upgraded facilities. In addition, the Ministry supports BCcampus, which provides an online gateway to over 2,000 courses, programs and student services for higher education.

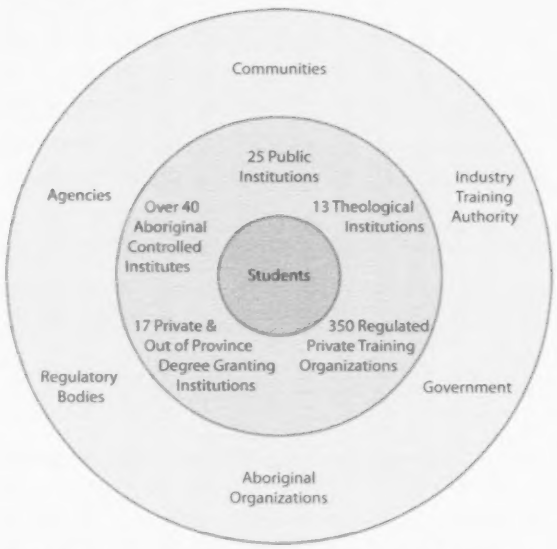
Key achievements in 2011/12:

- Integrated the administration of federal and provincial student loans to provide students with a harmonized lending process that provides easier access to student financial aid.
- The B.C. Aboriginal Student Award provided 120 Aboriginal students with a total of $267,000 in funding to assist with the costs of their education. Renewed eleven contracts with service providers offering Aboriginal Training for Employment Program which will result in an additional 325 clients receiving employment training in eleven communities across B.C. To date, the program has supported over 500 Aboriginal people to access post-secondary training and employment.

- Continued to invest in modern sustainable learning facilities on university and college campuses to allow learners to study close to home. Over 20 new facilities opened, including the Deep Bay Marine Field Research Station at Vancouver Island University (a candidate for LEED Platinum certification for sustainability) and the Brown Family House of Learning at Thompson Rivers University (including a four-storey living wall and natural lighting).
- Expanded our understanding of where students come from, where they choose to study and how they transition to the labour market. To accomplish this, the government introduced legislation to extend the use of Personal Education Numbers to private institutions. Further, opportunities have been identified to help students transition from K-12 to post-secondary education, such as exploring ways to increase high school students' exposure to self-directed learning.

Building on a Quality, Integrated Post-secondary Education System

The quality of B.C.'s post-secondary education system plays a major role in ensuring students have the education and training they need to be successful in their chosen career. Students need to know that they are receiving the best possible education and employers need to have confidence in the quality of education provided to their current and potential employees. The public also needs to be assured that value for money is being achieved given the substantial public investment in the system.



British Columbia's post-secondary education system

Key achievements in 2011/12:

- Initiated engagement with the public on ways to strengthen quality assurance across the post-education system. A new quality assurance framework will increase accountability and ensure students receive quality education regardless of where they study in British Columbia.

Collaborating on Solutions

An open government freely provides data and information to spark discussions with the public to help shape better policy and create solutions that support families and their communities.

Key achievements in 2011/12:

- Using the social media platforms of Twitter and Facebook, the Ministry engaged with Aboriginal students and others interested in Aboriginal education to support the development of the Aboriginal Post-Secondary Education Policy Framework and Action Plan.
- Published post-secondary education data on operating grants, enrolments, and student loan default rates in open formats. This allows the public to view, graph and combine data in ways that meet their needs.

Purpose of Ministry

The Ministry of Advanced Education was created to help learners develop the knowledge and skills to successfully compete in the global economy. The Ministry provides leadership to the post-secondary education system to ensure accessible, affordable, high quality education and training opportunities are available.

The Ministry offers programs and services designed to ensure post-secondary education is accessible; this includes removing financial and geographic challenges. Maintaining the affordability of education for students must be balanced with government's responsibility to taxpayers. The Ministry administers student financial aid programs, which help eligible students with the costs of their education through loans, grants, bursaries, scholarships and special programs. Additional funding programs are in place to assist under-represented groups in the student population, including grants to remove barriers to education for students with disabilities.

Accessibility to post-secondary education also includes ensuring that learners can balance family needs and their own professional development needs. Many post-secondary programs can be completed on a part-time basis, in the evenings or on weekends. Our regional system and online courses allow students to study from home, helping families and benefiting communities.

The Ministry is responsible for ensuring accountability for expenditures related to the post-secondary system. An accountability framework is used to assess the effectiveness of public post-secondary institutions in providing high quality educational opportunities relevant to the needs of students and the labour market. Through this accountability framework, legislation, funding agreements and reporting requirements, the Ministry ensures institutions are held accountable for their spending and are strong stewards of the resources they manage.

The Ministry is working to capitalize on B.C.'s educational advantages and to maintain the province's worldwide recognition for quality. This is what makes B.C. a destination of choice for students to study, live and work. The Ministry strives to position the system as a leader in training, teaching excellence, research and innovation, which attracts the brightest minds and facilitates their career development and ability to do advanced research. This investment will lead to a highly skilled workforce, industries and career opportunities for British Columbians.

The job market is changing. New careers, sectors and industries are emerging. The Ministry plays a crucial role in supporting the provincial government's new strategy, *Canada Starts Here: The BC Jobs Plan*. The success of individuals, families and businesses depends on their ability to gain the knowledge and skills they need to participate and prosper in both the provincial and global knowledge-based economy.

B.C.'s post-secondary institutions are focused on providing job-ready skills. They offer programs that are relevant and anticipate future trends and labour market needs. The Ministry collaborates with institutions and other partners to ensure training is responsive to labour market trends and new emerging career opportunities to provide the provincial labour market with the right people with the right skills at the right time.

System at a Glance

- There are 25 public post-secondary institutions, including 11 universities, 11 colleges and three institutes. Over 440,000 students are enrolled in the 1,900 educational and training programs that are offered.
- There are 17 private and non-B.C. public post-secondary degree granting institutions across the province with approximately 7,400 students taking 66 programs.
- There are approximately 350 private career training institutions with over 51,000 enrolments in approximately 2,900 programs.
- There are 13 private post-secondary theological institutions offer credentials in theological education only.
- Over 94,000 international students enrolled in courses from over 160 countries.

British Columbia has a diverse private post-secondary system that offers education choices through a range of programs including degrees, career training and English as a Second Language. Private degree granting and career training institutions are subject to legislative and regulatory frameworks. The Ministry is responsible for the Private Career Training Institutions Agency, which regulates private career training institutions across the province. The B.C. Education Quality Assurance (EQA) designation identifies B.C. post-secondary institutions that have met or exceeded provincial government recognized quality assurance standards.

The Ministry supports implementation of the provincial Climate Change Adaptation Strategy. This strategy calls on government to consider, where relevant, climate change and its impacts on planning, projects, policies, legislation, regulations and approvals by assessing business risks and opportunities related to climate change. Adaptation is a vital part of government's climate change plan. It means taking action now to prepare for a changing climate and its impacts on ecosystems, resources, businesses and communities.

Looking ahead, strong leadership is essential to balancing the challenges and opportunities facing the post-secondary education system in meeting the needs of learners and the labour market. Fostering increased collaboration and building an integrated, innovative system is a challenge, an opportunity and a Ministry commitment.

The Jim Pattison Centre of Excellence at Okanagan College

Strategic Context

The Ministry operates within a challenging and constantly changing environment. The Ministry must anticipate these challenges and act on opportunities to achieve its vision of quality post-secondary education that fosters innovation, strong communities and bright futures.

Key Strengths of British Columbia

High Quality Education – British Columbia is recognized for having a high quality post-secondary system that provides seamless mobility for students. This mobility is provided through a credential recognition and transfer system that supports increased participation and improved learning outcomes. To improve our ability to attract students, B.C. has become the first, and only, province in Canada with a provincial seal of quality for post-secondary education. The Education Quality Assurance (EQA) designation serves as a signal in B.C. and around the world that participating institutions have met or exceeded government recognized quality assurance standards.

Advances in Technology – The world is more connected and reliant on technology than ever before. The rapid pace of technological change is altering how students and their families are interacting with institutions and government. Students want to have flexible and convenient access to information about educational and career opportunities. Technology has already transformed the way learning takes place. It is eliminating geographic barriers through online learning opportunities.

The Ministry is modernizing its business practices and service delivery. To take advantage of the increasing use of web-based, mobile and other technologies, the Ministry is building an online gateway to information and services. This will help students and their families make timely, well-informed choices about their educational and career paths.

Opportunities

B.C.'s Competitive Advantage – B.C. has a strategic advantage in that it is geographically located near Asia and the United States, the world's two biggest markets. B.C. has a wealth of natural resources, world-class infrastructure and a skilled and diverse workforce. It is well positioned to attract students, researchers, investors, innovators and workers from around the world.

International education offers valuable social and cultural opportunities for our educational institutions, students and communities throughout British Columbia. International students enrich our campuses and communities, and when British Columbians study or teach abroad they develop lifelong international connections and global perspectives.

Engaging Citizens – The Government of British Columbia is changing how it interacts with the public. It is talking with citizens more often about the issues that affect them. The Ministry is supporting this approach by engaging with the public on issues related to post-secondary education. By involving the public, we can draw on their expertise, better understand their perspectives and build creative and innovative solutions together.

Key Challenges

B.C.'s Economy – British Columbia's real GDP increased by 2.9 per cent in 2011 (according to preliminary GDP by industry data from Statistics Canada), following growth of 3.0 per cent in 2010. Overall in 2011, most indicators of British Columbia's economic performance showed improvement compared to the previous year. Gains in the domestic economy were observed in employment and consumer spending, while external gains were made in exports and shipments of manufactured goods. However, several risks to British Columbia's economy remain, including the European sovereign debt crisis, ongoing weakness in the U.S. economy, exchange rate volatility, and slower than anticipated Asian demand for B.C. products.

Demographic Trends and Skills Shortages – The Conference Board of Canada predicts labour shortages, caused by demographic trends and skill shortages, will present a challenge to private and public sector employers for the next several years. B.C.'s Labour Market Outlook estimates there will be over one million new job openings by 2020[1]. Approximately 78 per cent of those job openings will require some form of post-secondary education or training[2]. Of that 78 per cent, approximately 350,000 are in professional and managerial occupations and 430,000 are in trades and technical occupations. At present, only 60 per cent of B.C. citizens possess post-secondary education[3]. B.C.'s continued economic prosperity depends on the post-secondary system's ability to provide learners with the education and training they will need to thrive in domestic and international labour markets.

[1] Skills for Growth: British Columbia's Labour Market Strategy to 2020, p2
[2] British Columbia Labour Market Outlook: 2010-2020. Retrieved from http://www.workbc.ca/docs/BCLMOutlook.pdf
[3] British Columbia Labour Market Outlook: 2010-2020. Retrieved from http://www.workbc.ca/docs/BCLMOutlook.pdf

Report on Performance

Performance Results Summary Table

Goal 1: British Columbians access B.C.'s post-secondary education system to meet the needs of a knowledge driven economy and society. For greater detail see pages 13 to 15	**2011/12 Target**	**2011/12 Actual**
1.1 British Columbians are able to fulfill their potential through access to quality education and training.		
Total student spaces in public post-secondary institutions	201,046	206,494 ACHIEVED
Number of Aboriginal students in the public post-secondary system.	≥24,118	24,862 ACHIEVED
Goal 2: B.C.'s dynamic and integrated post-secondary education system is a global destination of choice for students to learn, stay to live, work and invest. For greater detail see page 16	**2011/12 Target**	**2011/12 Actual**
2.1 B.C. attracts and increases the number of students in B.C.'s education system.		
Percentage of public post-secondary graduates reporting economically useful knowledge and skills	≥90%	84.6% SUBSTANTIVELY ACHIEVED
Goal 3: B.C.'s public and private post-secondary, industry and workplace training sectors support productive career development. For greater detail see page 17	**2011/12 Target**	**2011/12 Actual**
3.1 British Columbia's post-secondary system is flexible and responsive to the needs of learners and B.C.'s economy		
Student outcomes - unemployment rate	≤ 13.4%	9.2% EXCEEDED

Performance measure results are assessed according to the following scale:

Exceeded = 110% or more of target;

Achieved = 100 to 109% of the target;

Substantively achieved = 90 to 99% of the target; and

Not achieved = Less than 90% of the target.

Goals, Objectives, Strategies and Performance Results

Goal 1: British Columbians access B.C.'s post-secondary education system to meet the needs of a knowledge driven economy and society.

Objective 1.1: British Columbians are able to fulfill their potential through access to quality education and training.

Strategies

Key strategies for this objective include:

- Continue to provide spaces and infrastructure to support accessible education and training opportunities.
- Continue to advance initiatives to increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners.
- Maintain affordable public post-secondary education through fair tuition policy.
- Through student financial aid programs, continue to develop programs and strategies to reduce financial barriers for students and encourage early planning for the selection and financing of post-secondary studies.
- Protect student and taxpayer investments in post-secondary education through reviews of student outcomes, accountability frameworks and rigorous quality assurance standards.
- Complete the business process review of the post-secondary transfer system to work towards seamless mobility of students and greater portability of credits.
- Work with key stakeholders to eliminate barriers to post-secondary education for students with disabilities.
- Support workforce skills development through a new essential skills strategy.
- Increase the future labour force by working to improve access to post-secondary skills training by addressing literacy as a barrier to participation.

Performance Results

Performance Measure 1: Total student spaces in public post-secondary institutions

Performance Measure	2009/10 Actual	20010/11 Actual	2011/12 Target	2011/12 Actual
Total student spaces in public post-secondary institutions[1]	203,896	206,216	201,046	206,494 ACHIEVED

Data Source: Ministry of Advanced Education

[1] Total student spaces includes Industry Training Authority Full-Time Equivalents.

Discussion of Results

Student spaces, also called full-time equivalents (FTEs), are an indicator of the ability of B.C.'s public post-secondary institutions to meet the demand for high quality educational and training programs.

Data regarding student spaces are calculated using fiscal year enrolment reports submitted to the ministry by public post-secondary institutions. Data are expressed both as a total count of actual FTEs delivered and as a ratio of actual to funded FTEs, also called the utilization rate. The total student spaces target for 2011/12 was 201,046. The utilization rate increased for the fourth year in a row to 102.7 per cent. In 2011/12, public post-secondary institutions delivered an additional 278 FTEs over the previous year.

Performance Results

Performance Measure 2: Number of Aboriginal students in the public post-secondary system.

Performance Measure	2009/10 Actual[3]	2010/11 Actual	2011/12 Target	2011/12 Actual
Number of Aboriginal Students in public post-secondary institutions[1]	22,873	24,118	≥24,118	24,862 ACHIEVED

Data Source: Ministry of Advanced Education, Student Transitions Project, 2010 submission

1 Aboriginal learners are students with Aboriginal ancestry who self-identified in the BC K-12 education system or who self-identify as Aboriginal at a BC public post-secondary institution. Non-Aboriginal student counts are not shown.

Discussion of Results

Providing Aboriginal students with the education and training they need to benefit from the economic opportunities that exist in the province is a key priority for the Ministry. Increasing Aboriginal student participation in education not only helps fill labour and skills shortages, but will also positively affect individuals, families and whole communities, thereby improving B.C.'s overall economic and social prosperity.

The performance data above reflect the results from the previous academic year. In 2010/11, over 24,000 Aboriginal students were enrolled at public post-secondary institutions. Aboriginal students are enrolled in post-secondary/high school partnership programs, primarily in the trades, and about 7,900 Aboriginal students enrolled in short courses and community education programs.

In future Service Plan Reports, the Ministry will report on the number of credentials awarded to Aboriginal students. In 2010/11, over 2,600 credentials were awarded to Aboriginal students enrolled at B.C.'s public post-secondary institutions.

The Git Hayetsk Dancers - "a people of the copper shield" - perform at the opening of the Aboriginal Gathering Place at the British Columbia Institute of Technology.

Goal 2: B.C.'s dynamic and integrated post-secondary education system is a global destination of choice for students to learn, stay to live, work and invest.

Objective 2.1: B.C. attracts and increases the number of students in B.C.'s education system.

Strategies

Key strategies for this objective include:

- Attract students by capitalizing on B.C.'s educational, economic and social advantages and develop strategies to encourage students to learn, live and work in B.C.
- Provide students with a recognizable symbol of quality education through the Education Quality Assurance (EQA) designation program.
- Develop an International Post-Secondary Education Strategy that sets provincial government priorities for action to support the growth and international competitiveness of this sector.

Performance Results

Performance Measure 3: Percentage of Public Post-Secondary Graduates Reporting Economically Useful Knowledge & Skills

Performance Measure	2009/10 Actual[1]	20010/11 Actual	2011/12 Target	2011/12 Actual
Percentage of public post-secondary institution graduates reporting that their knowledge & skills are useful in their employment	85.6%	83.9%	≥ 90%	84.6% SUBSTANTIVELY ACHIEVED

Data Source: Diploma, Associate Degree and Certificate Student Outcomes Survey, Apprenticeship Student Outcomes Survey and Baccalaureate Graduate Survey.

[1] This performance measure summarizes more detailed information collected for institutional accountability plans and reports. The margin of error for the percentage of graduates reporting that their knowledge and skills are useful in their employment was plus or minus 0.4% for each year of results. Results from the Apprenticeship Student Outcomes Survey have been included since the 2010/11 actual.

Discussion of Results

Ensuring B.C. public post-secondary institutions offer training and education programs that are relevant and applicable to the ever-changing labour market and provincial needs is critical to ensuring learners have the skills and knowledge to be successful in their chosen career.

This performance measure reflects students' assessment of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well public institution programs are meeting the needs of both the students and the labour market.

In 2011/12, 84.6 per cent of respondents reported that the knowledge and skills they gained through their education or training was either "very useful" or "somewhat useful" in performing their current work duties.

Goal 3: B.C.'s public and private post-secondary, industry and workplace training sectors support productive career development.

Objective 3.1: British Columbia's post-secondary system is flexible and responsive to the needs of learners and B.C.'s economy

Strategies

Key strategies for this objective include:

- Fund public institutions to support accessible education, targeting a portion of funds for the delivery of priority programs.
- Continue collaborating with our post-secondary education and training partners to deliver programs to meet increased demand in expanding sectors of the economy such as health care.

Performance Results

Performance Measure 4: Student Outcomes - Unemployment Rate

Performance Measure	2009/10 Actual	20010/11 Actual	2011/12 Target	2011/12 Actual
Student outcomes - unemployment rate	7.9%	9.0%	≤ 13.4%	9.2% EXCEEDED

Data Source: Diploma, Associate Degree and Certificate Student Outcomes Survey, Apprenticeship Student Outcomes Survey and Baccalaureate Graduate Survey.

[1] 2011 survey data are the latest available. The margin of error for this measure was plus or minus 0.3% (19 times out of 20) for all graduates reporting economically useful knowledge and skills.

Discussion of Results

Minimizing unemployment positively benefits individuals, families and whole communities as well as B.C.'s economy. The unemployment rate reflects the relevance of B.C. public post-secondary programs and the economic returns of credential completion. This performance measure reflects the relevance of post-secondary credentials to the market place and provides an indication of how successful graduates are in making the transition from post-secondary education to employment.

This performance measure compares British Columbia public post-secondary graduate unemployment rates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. In 2011/12, the percentage of all post-secondary graduates who were unemployed was 9.2 per cent compared with 13.4 percent for young adults with high school credentials or less.

Report on Resources

	Estimated[1]	Other Authorizations	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Educational Institutions and Organizations	1,875,185	0	1,875,185	1,869,741	(5,444)
Student Support Programs	84,540	0	84,540	87,598	3,058
Executive and Support Services	20,761	0	20,761	20,092	(669)
Total Operating Expenses before Adjustment of Prior Year's Accrual	**1,980,486**	**0**	**1,980,486**	**1,977,431**	**(3,055)**
Adjustment of Prior Year's Accrual [2]	0	0	0	(267)	(267)
Total Operating Expenses after Adjustment of Prior Year's Accrual	**1,980,486**	**0**	**1,980,486**	**1,977,164**	**(3,322)**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	504	0	504	298	(206)
Total	**504**	**0**	**504**	**298**	**(206)**
Capital Plan ($000)[2]					
Educational Institutions and Organizations Post Secondary Institutions	140,935	0	140,935	134,364	(6,571)
Total	**140,935**	**0**	**140,935**	**134,364**	**(6,571)**
Other Financing Transactions ($000)[3]					
Educational Institutions and Organizations Knowledge Infrastructure Program					
Receipts	72,644	0	72,644	39,520	33,124
Disbursements	72,644	0	72,644	39,520	(33,124)
Net Cash Source (Requirements)	**0**	**0**	**0**	**0**	**0**

1 The "Estimated" amount represents the revised Estimates based on the organization structure as presented to the Legislative Assembly May 3, 2011.

2 As in accordance with Generally Accepted Accounting Principles (GAAP), this amount reflects an adjustment of prior year's expense accrual. These dollars are not available for Ministry spending.

Income Statement for Universities and Colleges

Name of Sector	2011/12 Budget	2011/12 Actual	Variance
Combined Income Statement ($000)			
Total Revenue	5,016,626	5,098,587	81,961
Total Expense	4,942,559	4,924,058	(18,501)
Operating Results	74,067	174,529	100,462
Gain (Loss) on sale of Capital Assets (if applicable)	0	1,865	1,865
Net Results	**74,067**	**176,394**	**102,327**

This combined income statement includes audited results from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

Annual Service Plan Report Appendices

Appendix A: Ministry Contact Information

General Inquiries

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